

Year 10 Syllabus

Year Level Description

Year 10 Italian: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Italian language developed in Year 9 and focuses on extending their oral and written communication skills and their understandings of Italian language and culture. Students require continued guidance and mentoring at this stage of their language learning, but work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences. They are considering future pathways and prospects, including how the Italian language may feature in these.

Students communicate in Italian, initiating and participating in sustained interactions in formal and informal exchanges to discuss young people's experiences and interest in contemporary culture and social issues. They contribute ideas, opinions and suggestions in interactions related to shared activities, solving problems and managing diverse views. Students analyse, synthesise and evaluate ideas and information from a range of perspectives on texts related to aspects of their personal, natural and social worlds. They convey information, comments, perspectives and experiences on texts, using different modes of presentation to achieve different purposes. Students analyse how imaginative texts create effects in ways that reflect cultural influence. They create and present a range of imaginative texts on themes of personal or social relevance.

Students understand the systems of the Italian language, using appropriate Italian pronunciation, stress and intonation in sentences and texts. They increase control of context-related vocabulary and extend knowledge of grammatical elements such as describing events across different times, choosing appropriate tenses, when encountered in expressions and scaffolded language contexts. Students further develop a metalanguage to

discuss and explain grammatical forms and functions.

Students understand that Italian language and culture are interrelated and that they shape and are shaped by each other in a given moment and over time.

In Year 10 students are challenged with more independent learning experiences, however, these experiences continue to be supported with scaffolding and monitoring.

Communicating

SOCIALISING

Initiate and participate in sustained interactions, using descriptive and expressive language in formal and informal exchanges to discuss young people's experiences and interest in contemporary culture and social issues, for example, la salute dei giovani, l'apprendimento delle lingue, le responsabilità ora e nel futuro

Express feelings and justify opinions, for example, È difficile per te imparare l'Italiano? Credo che...; Penso che...; Cosa possiamo fare per mantenere la salute della terra?; L'aspetto più interessante da capire è ...; Cosa studierai l'anno prossimo e perché?; Mi piacerebbe

Understanding

SYSTEMS OF LANGUAGE

Use appropriate Italian pronunciation, stress and intonation in sentences and texts, recognising that pronunciation, intonation, rhythm and pace assist in making meaning in interactions and applying this knowledge to their own communication

[\(ACLITU089\)](#)

 Literacy

 Critical and creative thinking

Increase control of context-related vocabulary and analyse how grammatical elements impact on the making of meaning in texts, including:


...


[\(ACLITC077\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Contribute ideas, opinions and suggestions in interactions related to shared activities such as organising real or simulated forums, social media or daily news segments, protests or rallies to raise awareness of contemporary culture and social issues, exchanging resources and information, solving problems and managing diverse views

[\(ACLITC078\)](#) [\(ACLITC079\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding


- introducing additional information when describing actions, people and objects by using a range of prepositions, including articulated prepositions and special uses of a, di and da
- using pronouns to refer to the person carrying out an action or to refer to somebody or something, including subject pronouns (use, position and elusion), reflexive pronouns, direct object pronouns and recognising indirect object pronouns
- using adverbs and adverbial phrases of manner, place and time to modify the meaning of verbs and adjectives, for example, proprio, troppo, abbastanza, specialmente, soprattutto, spesso, quasi mai, nemmeno, neanche

INFORMING

Analyse, synthesise and evaluate ideas and information from a range of perspectives on texts related to aspects of their personal, natural and social worlds such as regional news headlines and local community announcements and advertisements and identify how context and culture affect how information is presented

[\(ACLITC081\)](#)

 Literacy

 Information and Communication Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

Convey information, comments, perspectives and experiences on texts related to aspects of their personal, natural and social worlds, using different modes of presentation to suit different audiences or to achieve different purposes

[\(ACLITC082\)](#)

- describing events across different times, choosing appropriate tenses, including present, present perfect, imperfect and future tenses and the conditional mood
- beginning to use the future tense
- recognising to use the conditional tense in modelled language
- exposure to the impersonal si, using modal verbs to express ability, possibility, likelihood and permission
- connecting or elaborating clauses by using conjunctions, including, anche, dunque, siccome, invece and quindi, for example, Non c'era più niente da vedere, quindi sono tornato a casa


Further develop a metalanguage to discuss and explain grammatical

 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

CREATING

Analyse how imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence such as poems, songs, dance, street art and performance, or excerpts from texts such *La vita è bella*, *Pane e tulipani*, *Pane e cioccolato*, *America*, or *Caterina va in città* ([\(ACLITC083\)](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Create and present a range of imaginative texts on themes of personal or social relevance, to express ideas or that reflect cultural values, social issues or

forms and functions

([ACLITU090](#))


 Literacy

 Critical and creative thinking

Analyse and explain how and why language is used differently in a range of texts, considering features such as dialects and register ([\(ACLITU091\)](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

LANGUAGE VARIATION AND CHANGE

Investigate how language varies according to context and speakers ([\(ACLITU092\)](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Explain how Italian language and culture have evolved and how they continue to change over time and understand that language use has

experience

[\(ACLITC084\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

TRANSLATING

Consider the nature of translating and interpreting, explaining how cultural perspectives and concepts have been represented when transferring meaning from one language to another, for example, *l'abito bianco nel matrimonio; la visita domenicale al cimitero*

[\(ACLITC085\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

REFLECTING

Reflect on the experience of learning and using Italian, considering how intercultural

the power to influence social relationships, beliefs and values


[\(ACLITU093\)](#)[\(ACLITU094\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding


ROLE OF LANGUAGE AND CULTURE

Understand that Italian language and culture are interrelated and that they shape and are shaped by each other in a given moment and over time

[\(ACLITU095\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

exchange involves taking responsibility for contributing to mutual understanding, by modifying language and behaviours in relation to cultural perspectives

[\(ACLITC087\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability


 Intercultural understanding

Explore and express their own cultural identity and ability to act as a cultural mediator between Italian speakers and Australians

[\(ACLITC088\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Achievement standard

At standard, students initiate and participate in sustained spoken and written interactions in Italian with others through collaborative tasks,

activities and transactions to provide information on young people's experiences and interest in contemporary culture and social issues, such as *Cosa possiamo fare per mantenere la salute della terra?* They use familiar descriptive and expressive language, in mostly informal exchanges, to express feelings and justify opinions, with some examples. They contribute ideas, opinions and suggestions in interactions related to exchanging resources and information, solving problems and managing diverse views. Students identify, analyse and discuss some ideas and information in texts related to aspects of their personal, natural and social worlds, and they identify how some aspects of context and culture affect how information is presented in texts. Students use modes of presentation generally appropriate to audience or purpose to convey information, comments, perspectives and experiences from texts. Students explain instances of how aesthetic, humorous and emotional effects are used in imaginative texts to reflect cultural influence, and they create and present simple imaginative texts on familiar personal or social themes that express ideas or reflect cultural values, social issues or experience. Students describe how some cultural perspectives and concepts have been presented when translating and interpreting from one language to another. They describe the experience of learning and using Italian, considering how intercultural communication involves taking responsibility by modifying language and behaviours. They also describe their own cultural identity and identify their ability to act as a cultural mediator between speakers of Italian and Australians.

Students often use comprehensible Italian pronunciation, stress and intonation in sentences and texts and sometimes adjust rhythm and pace of interactions to assist others in making meaning. They generate written and spoken texts by applying knowledge of familiar vocabulary and grammatical elements, with a satisfactory level of accuracy. Students use prepositions, including articulated prepositions, to introduce additional information when describing actions, people and objects and personal, direct object and reflexive pronouns to refer to the person carrying out an

action or to refer to somebody or something. They use adverbs and adverbial phrases of manner, place and time to modify the meaning of verbs and adjectives. Students choose appropriate tenses, including present, present perfect, imperfect and future tenses, and the conditional mood, to describe events across different times, such as *Cosa studierai l'anno prossimo e perché?*, and they use modal verbs to express ability, possibility, likelihood and permission. They use conjunctions to connect or elaborate clauses, such as *Non c'era più da vedere, quindi sono tornato a casa*, and they begin to use the future tense and recognise the impersonal *sì* and the conditional mood in modelled sentences. Students discuss and explain some grammatical forms and functions using metalanguage, and they analyse and describe how and why language is used differently in a range of texts. Students describe how language varies according to context and speakers and they provide some examples how Italian language and culture have evolved, and how they continue to change over time. They describe how language use has the power to influence social relationships, beliefs and values. Students provide examples of how Italian language and culture are interrelated and how they shape, and are shaped by, each other.

Year Level Description

Year 10 Italian: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Italian language developed in Year 9 and focuses on extending their oral and written communication skills and their understandings of Italian language and culture. Students require continued guidance and mentoring at this stage of their language learning, but work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences. They are considering future pathways and prospects, including how the Italian language may feature in these.

Students communicate in Italian, initiating and participating in sustained

interactions in formal and informal exchanges to discuss young people's experiences and interest in contemporary culture and social issues. They contribute ideas, opinions and suggestions in interactions related to shared activities, solving problems and managing diverse views. Students analyse, synthesise and evaluate ideas and information from a range of perspectives on texts related to aspects of their personal, natural and social worlds. They convey information, comments, perspectives and experiences on texts, using different modes of presentation to achieve different purposes. Students analyse how imaginative texts create effects in ways that reflect cultural influence. They create and present a range of imaginative texts on themes of personal or social relevance.

Students understand the systems of the Italian language, using appropriate Italian pronunciation, stress and intonation in sentences and texts. They increase control of context-related vocabulary and extend knowledge of grammatical elements such as describing events across different times, choosing appropriate tenses, when encountered in expressions and scaffolded language contexts. Students further develop a metalanguage to discuss and explain grammatical forms and functions.

Students understand that Italian language and culture are interrelated and that they shape and are shaped by each other in a given moment and over time.

In Year 10 students are challenged with more independent learning experiences, however, these experiences continue to be supported with scaffolding and monitoring.